8 Algebra 1 Unit 06: Exponential Functions and Sequences

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 2**
Length: **17 days**
Status: **Published**

Unit Overview

Students are expected to work together on explorations, make conjectures, construct viable arguments, and critique the reasoning of others.

Focus on Major Work Chapter 6:

- understanding exponential functions and sequences.
- extend the properties of integer exponents to rational exponents.
- introduction of exponential functions and making a connection between exponential functions and geometric sequences.

Students will be able to…

- understand exponential functions and sequences.
- identify and use properties of exponents.
- describe exponential functions.
- analyze data, a graph or a context to determine whether it represents exponential growth or decay.
- model using an exponential function or a geometric sequence.

Standards

N.RN.A.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
F.BF.A.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.
N.RN.A.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
F.BF.A.1.b	Combine standard function types using arithmetic operations.
F.BF.A.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
S.ID.B.6.a	Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
A.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
F.IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
A.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
F.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
F.IF.C.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior.
A.REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
F.IF.C.8.b	Use the properties of exponents to interpret expressions for exponential functions.
F.LE.A.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
F.LE.A.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
F.LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A.SSE.B.3.c	Use the properties of exponents to transform expressions for exponential functions.

Materials

- Algebra 1
- 6.1 Properties of Exponents
- 6.2 Radicals and Rational Exponents
- 6.3 Exponential Functions
- 6.4 Exponential Growth and Decay
- 6.5 Solving Exponential Equations
- 6.6 Geometric Sequences
- 6.7 Recursively Defined Sequences

- ST Math
- 3 Act Lessons
- Brainingcamp Manipulatives
- Desmos
- Brainpop Resources
- Delta Math

Technology

8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
8.1.12.AP.2	Create generalized computational solutions using collections instead of repeatedly using simple variables.
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Assessment

Formative Assessment

- Teacher Observation
- Daily Quick Check
- Quizzes
- Exit Tickets

Summative Assessment

- Topic Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

- Follow IEP Plan which may contain some of the following examples…
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities

- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages

- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science: MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Climate Change:

- Climate Change: Students may, when reporting quantities related to how variations in the flow of energy into and out of the Earth's systems result in climate change, choose a level of accuracy appropriate to limitations on how quantities were measured.

- Climate Change: Students may use linear or exponential functions fitted to geoscience data to solve problems and analyze the results from global climate models to make an evidence-based forecast of the current rate of global climate change.

21st Century Life Literacies & Key Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.1.12.CDM.8	Compare and compute interest and compound interest and develop an amortization table using business tools.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.1.12.PB.1	Explain the difference between saving and investing.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.